



Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

Follow these procedures: If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

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Save a copy of your assignments: You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EDU7001-8

Scott Ebbrecht

Advanced Scholarly Writing

HOC: Self Assessment of Personal Learning Style and Adjusting for Its Impact on Academic Writing

No student comment at this time.

Faculty Use Only

Michael, please find my comments within your paper. Dr. E.

<Faculty Name>	<Grade Earned>	<Writing Score>	<Date Graded>
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simon 6/15/13 8:01 AM

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Self-Assessment of Personal Learning Style and Adjusting for Its Impact on Academic Writing

Michael Higley-Vance

Northcentral University

Personal Learning Style - Interpersonal

What writing looks and sounds like is a direct result of relaxed editing and what has come to be an accepted, yet distorted, view of scholarly writing. Professor Michael Berube of the University of Illinois, believes that bad writing is due to a lack of tough editing by academic journals to make writing clearer. Even when clear writing is found it can cause friction among scholarly circles (Bad Blood, 1999). In addition to editors, practitioners of difficult language have an even greater influence on a new generation of students. In an essay written by Edward Said, president of the Modern Language Association, he charges literature departments with promoting unintelligible writing (Smith, 1999, para. 3-4).

Scholarly encouragement of complex and difficult to understand writing is due to a movement away from a humanities approach to writing and adopting a more scientific approach. This has created an expectation that there is a need for scientific vocabulary (Smith, 1999). Using scientific vocabulary to explain non-scientific ideas and concepts results in obscure technical language that is hard to follow and understand. Denis Dutton, editor of Philosophy and Literature says, "In the sciences jargon is helpful because it uses simple terms to stand for complicated phenomena whereas in the humanities it's the opposite: people use complicated terms to express simple things" (Bad Blood, 1999, para. 14). However, there are those in the field who would disagree with Dutton like Larry Grossbert, communications professor at the University of North Carolina. Grossbert believed that there's a place for complex writing saying, "It's interesting that we expect scientists to have technical vocabulary, but when it comes to the most complex systems we know of – namely, human social existence – we somehow think we don't need a technical vocabulary to describe it" (Bad Blood, 1999, para. 13).

Adapting Section to Academic Writing Standards

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Comment [1]: Combining the two sentences was indeed appropriate.

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Comment [2]: Good clarification as to whom you were referring.